Caveat

Emptor...
About the Gavel

The Gavel is the Cleveland-Marshall College of Law student newspaper. It is a forum available to students for dissemination of news and events as they occur within the school, and in the legal world in general.

Student participation and interest is essential to make this newspaper an effective student forum. Therefore, it is the intention of the current editors and staff to actively solicit students to write articles, draw cartoons, send letters to the editors, whatever...

Anyone may write a law or law-school related article for The Gavel. It must be submitted typed (double-spaced) and should be no more than three pages long. To be published it must be of sufficient quality and focus and to be on a subject within the scope of such a law school publication.

To become a staff member, one must submit more than one acceptable article. Staff membership provides journalistic experience, the qualification to try for a position as Editor, and a line on your resume.

There are three Editors, elected each spring by the Gavel's staff. To be an eligible candidate, one must be an active staff member. The position of editor is endowed with a tuition rebate for the year the position is held. Also, an Editor receives a key to the Gavel office as well as the use of a desk and other facilities therein.

The Gavel is governed by the Student Publications Board of Cleveland State University, and is subject to the Student Publications Policy written by said Board. The Gavel has a constitution outlining the authority and powers of the Editors, and the eligibility requirements of the staff members.

Each student organization has a faculty advisor. Ours is Thomas D. Buckley, Jr. Professor Buckley exercises no editorial control whatsoever, serving solely as an administrative advisor.

All interested students are encouraged to become involved, including first year students. The Gavel office is located in room 23, near classroom 12. Stop by, someone is usually in the office. Or put a note in the envelope on the door. We'll get in touch with you.

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OPINION

By M.C. Pastoret

"Reading maketh a full man; conference a redy man; and writing an exact man. And therefore, if man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know what he doth not."

The quotation is from Sir Francis Bacon's essay, "Of Studies." Although the 1982-83 law school year has just begun, it is long past time to question wether the education we receive at Cleveland-Marshall--an education for which we have mortgaged three or more years of our lives and thousands of dollars--is adequate to the task of making us the full, ready, and exact men and women so desperately needed by the legal profession.

The purpose of this or any education is to train and discipline the mind, to make it a better tool, to prepare not one merely for the practice of law, but for the fullest exercise of one's intellectual powers. In this, all education is an end in itself.

Secondarily, law school is an introduction to a mode of problem solving capable of infinite variation in professional settings. But law school over the years has gotten itself confused with trade school. Law school has become the ultimate graduate program in self-marketing/management skills.

Consider a few of the impediments law school presents to education: Here as elsewhere. The Law (that amalgam of substantive legal principles, theory, and reasoning style) is taught with overwhelming reliance on the casebook method of instruction. This was the pedagogical innovation of Harvard's Christopher Columbus Langdell, but Bacon himself pegged its utility a good two centuries earlier by saying that if a man "be not apt to beat over matters, and to call one thing to prove and illustrate another, let him study the lawyer's cases."

Bacon was assuming an educated individual well-versed in the intellectual traditions of the day. No such background can be assumed for contemporary law students in this age of specialization and "relevant" education. Without first studying either the history or the processes of American law, students are thrust into a mass of cases, carefully edited and segregated into subject units, and they are expected to supply the exegesis. (This is not unlike being handed a hod of bricks and mortar along with the instruction to deduce from them the architecture of the house to be built.)

Along with the method of instruction comes a tradition of teaching style, the pseudo-Socratic method. Ostensibly, its purpose is to cultivate the student's "present wit." In practice, students often find it depressing and intimidating, and it has the concomitant tendency to encourage egomania, bad acting, and much rudeness in susceptible professors. Marshall has its share of soi-disant Kingsfields: one of them this year allegedly assailed a first-year student with lines lifted wholesale from "The Paper Chase." Do such exhibitions really prepare young lawyers for courtroom battle?

Add to all this the deplorable emphasis on grades. In this law school, they are a notoriously poor indicum of a student's intellectual progress, but they do make a great marketing tool in a tight job market. When examinations are no longer an opportunity to learn how to learn, the emphasis is placed on learning how to pass tests--especially the Big Test--and that is quite a different thing.

Canned briefs, outlines, bar review notes, and other "study" aids are stertorously condemned by most faculty as dishonorable shortcuts. The truth is, however, that they are admirable timesavers. If law school examinations themselves cannot winnow out the thoughtful responses honestly come by, from answers of the prefabricated sort, one begins to wonder what the fuss is all about. A difference that makes no difference is no difference--not these days. Not with the stakes involved.

First-year students are generally so impressed with the fact of being in law school that they do not question the method or direction of their education, sanctioned as it is by long tradition and hiring practices. In the second and third years, employment becomes a chief concern. By then many students are just trying to get out alive and in saleable condition. There is little opportunity to indulge in enlightened self interest.

Yet every student who values the time he or she has already invested in this enterprise must answer two questions:
1) What is missing from the legal education you are receiving (as opposed to the education you thought you'd get)?
2) What are you going to do about it?

I leave you with this uncomfortable challenge, and wish you well in the year to come.

CONTINUED ON PAGE 4
students taking the exam, 78 for the first time, and a 60% pass rate.

Bogomolny said the low scores are a matter of concern, but he expected them to improve.

Cleveland-Marshall has a tradition of providing access to a profession that in some cases might be closed to a student elsewhere. As a result, Bogomolny said, some of those admitted are in a much higher risk category.

CSU's law school, with 1,100 students, is the largest in the state. The mean score of entering law student on the Law School Aptitude Test (LSAT) is in the 570-580 range. The grade point average is 3.15-3.2.

Of the four law schools with a high July pass rate, only Akron had a similar LSAT mean. It was 562, said its dean, Donald M. Jenkins. Like CSU, Akron has night and day schools, the only one with a night school among the top-scoring four of last July. It has 694 students.

Dean James E. Meeks of OSU said his school's LSAT mean was 650-660. Associate Dean Hugh Ross of CWRU said the LSAT mean there was about 621. Dean Gordon A. Christenson of Cincinnati said his LSAT mean was about 625-630.

Selectiveness and student motivation were cited as keys to a high pass rate by the deans of the four schools. Christenson said tradition also helped, and his is the fourth oldest law school in the country.

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On Passing the Bar

by Kathleen Ende

Though the experience of law school seems endless, most law students eventually face the task of taking the bar exam. The closer they get to the task, the more they speculate about it in anticipation. And in their speculation, law students at Cleveland-Marshall (C-M) invariably ask: "Why do only 60% of the C-M graduates pass, while Ohio's pass rate is about 75%?"

In attempting to answer this question it becomes clear there is no single answer or reason. Rather, there is a complex and interrelated set of factors which give this disheartening result.

Let's begin with some figures. In July of 1981, 246 C-M students took the bar and 155 passed (63%). In February 1982, 60% of the C-M students taking the bar exam passed. C-M now consistently ranks among the three lowest scoring law schools in the state.

It is easy to jump from these figures to the surmise that C-M is not delivering what it should to its students. But this hypothesis weakens under scrutiny.

Our education at C-M is comparable to that of any other law school in the state. The required core curriculum (RRC) is standard, and the variety of elective options are probably above norm. The faculty with rare exception, is uniformly competent. We use the same text books, and are required to attend the same amount of hours. If these extrinsics of our education are not significantly different from other schools, what then?

Ohio State University has a pass rate of 93.6%. Their mean LSAT student score is 650-660. The mean score of C-M is 570-580. (The class of first year students just admitted has a mean LSAT score of 570-580.) This suggests attention to our admissions policy.

Dean Bogomolny explained this way to The Gavel:

"As a publically financed State institution, our admissions policy allows more higher risk candidates. That is, students with lower LSAT scores, and lower GPA's than private schools. As a publicly financed state institution, we have a goal of service to the community. It is in the community's and thus in the state's interest to allow some higher risk students into our school. Many of these students graduate, pass the bar, and become outstanding lawyers, making our policy worth the risk. We could change our admissions policy to increase our bar pass rate, but this would shift the purpose and the policy of the school."

This is the quick answer, the easy answer, perhaps even the right answer. C-M takes more marginal students and the horrendous marginal student failure rate lowers the C-M pass rate as a whole. But then again, maybe there is more, a very significant more...

Professor Frederic P. White, Jr. is Chairperson of the Legal Careers Opportunity Program (LCOP) Committee, the program is designed to recognize applicants normally excluded from law school by numerical criteria. Through LCOP, the Admissions Committee identifies students traditionally deprived of equal educational opportunities. Those students with unusual and outstanding accomplishments or experiences are accepted on the consideration of their possible success in law school, if helped over the admissions hurdle. About half the LCOP students are minorities.

Professor White strongly believes the lower pass rate of C-M students is not related to the LCOP program, or to lower admissions standards in general. He made this statement to The Gavel:

"I think our law school is too big. Being the largest state school, we must accept a certain amount of applicants. This forces us to go deeper into the applicant pool in selecting students. This larger class is therefore thinner from the start.

But this dovetails into a second reason why C-M has a lower pass rate than the other Ohio schools. Our students are working students. Some work part time, our night students generally work full time. CWRU students and Ohio State students work much less —giving them more time to be full time students. C-M students are driven by a financial need to work. Also, there is always the hope of a job offer.

Conversely, these employers focus on their own needs and have little sympathy for the students' situation. This forces students to switch priorities, to cater to their employer, often at a cost to their education."

Professor White went on to say: "Many of the C-M students evade tough upper level courses, particularly those with grades riding on notoriously difficult exams. This backfires on the student once they are in Columbus."

Dean Bogomolny expressed similar thoughts:

"Those that fail the bar exam are less likely to have taken a rigorous program as students. They pick easy courses and avoid courses such as Business Associations, Tax and Secured Transactions. This hurts the student in the long run.

Also, it is clear students work too much and study too little. There is no substitute for study.

A popular student misconception is that the grading standards here at the university should be eased, thus raising the grading in general. There is some self-delusion on the part of the students. A more rigorous system might be more helpful, to tell the students that realistically they need to work harder.

Preparation for the bar exam begins before the bar review course. Students must learn the skill of writing a short answer to weeding out the non-essential facts in the situation. The ability to reject the extraneous and deal with workable legal options is a skill to be extracted from a rigorous legal education. Soft courses can't help students develop legal skills."

(continued on page 10)
Welcome

by Laura Fallon

Welcome to John-Marshall College of Law. Good Luck on your first year of law school.

Isn’t it odd how the phrase “good luck” can strike a sense of fear in our hearts. For some reason we always think, “If they are wishing me luck, then I guess I really need it.”

I am quite sure that all you have heard for the past few weeks from friends and relatives, is how difficult law school is going to be for you. Then your loved ones add: “But we know that you will do just fine, you’ve always been such a good student!” It is always a boost to hear how wonderful you are.

But then your more experienced friends and acquaintances, law students and practicing attorneys, are always ready to tell you what it is really like at law school. Their solemn allocation goes on: As the weeks and months pass by, time and time again you will want to quit. There will be many days when your work will mount tremendously. You will be exhausted and frustrated. You will be convinced that you will never be able to finish your assignments in time for class, let alone understand them.”

After such a bleak commentary their voice takes on an urgent, commanding tone: “But don’t give up! Don’t you owe it to yourself to give it all you’ve got? I know that you can do it.” Then they leave you, confident that they have kindled within your breast a burning drive to succeed.

Well, to be honest, much of what they have said may be true. Many of you will become very discouraged but, please do not give up until you are SURE that the study of law is not for you. Each student develops his own technique to get him through the rough times, to help him sit back and realize what a truly fascinating area the law is to study and work with.

First, you must believe that everything will get done, somehow. So don’t neglect to give yourself a break from your studies. When you feel like nothing is ever going to get done, and you reason that you might as well throw in the towel right now—Do it! You can’t produce quality work with that kind of attitude. Therefore, give yourself a break, an hour or perhaps all evening, you need and deserve it.

Here is another trick on how to survive and preserve your self-esteem. While you are down at school sitting in the lounge or atrium, observe the second and third year students. After you’ve seen what is in stock, you must choose one student who appears to tou to be a “real loser”. Now look at the fellow—if he/she can make it through the first year, then you can too. This technique has been known to spur on many first year students.

Your workload will be very heavy this year and until you have gotten more familiar with the terminology it will be very slow going. But, by all means, do not fall into the trap of relying completely on Casenotes or other commercial briefs. Admittedly, these aids may be helpful in a pinch, but addiction can be fatal. These briefs are familiar for stripping the facts down to the bare minimum and have left many an embarrassed student stuttering when a professor questions him too closely. Also, the Casenotes editors seem to have adopted the philosophy that in the “great scheme of life” it really doesn’t matter whether Mr. Smith was the defendant and Mrs. Jones the plaintiff or vice versa. But unfortunately for the addicts, most professors have not adopted such a liberated attitude.

There is one characteristic that is common to all law students—we all spend a lot of time very confused about the subject matter. When you express your concern to a professor they will smile and calmly assure you that it is a good sign, it means that you are learning....Welcome to the world of Bramblebrush! But don’t worry, if you scratch long enough you are bound to scratch your eyes back in, after you have scratched them out searching for an answer and finding only questions. The pieces will eventually start to fit together, bit by bit. Although most of us are plagued with continuous power failures and blackouts, the light will eventually go on. (If the light is not in your Thanksgiving turkey, then perhaps your Christmas tree will shine a little brighter this year—ask a Goshien student.)

This first year of law school will be a challenging year, full of jokes and tears, friendship and fulfillment. In this short time, you will learn much more than just contracts, property and civil procedure, you will learn a great deal about your personal talents and capabilities.

As you begin your first year, I wish each one of you strength, peace, wisdom, and yes, “good luck!”

I find no pleasure in saying that the majority of lawyers who appear in court are so poorly trained that they are not properly performing their job and that their manners and their professional performance and their professional ethics offend a great many people.

Warren Burger
Introductory talk about the "Law School Experience" by Professor Cohen.

This year’s first year class orientation was held on Tuesday, September 21 at 5:00 p.m. For those who are interested, the vital stats are as follows: From an applicant pool of approximately 12,000, 324 were selected for this year’s effort. The highest LSAT score among this year’s group was 800, and the mean score was in the 570-580 range. 36% of the class is female, and 94% of the class hails from America’s heartland—Ohio!

**LISTED BELOW ARE JUST SOME OF THE SBA EVENTS AND PROGRAMS WHICH ARE COMING UP FOR LAW STUDENTS:**

**Elections** for the Cleveland-Marshall Senate will be held on October 26th and 27th. Applications to run for a Senate position will be available in the SBA office prior to this time. The first Senate meeting will be held on November 7th, Sunday at 6 p.m. in Room 12.

The **Barrister’s Bowl**—a touch football game with that other law school across town—will take place on Saturday, October 16th, at 1 p.m. Plans are for at least two teams, one competitive and one co-ed, with the losing Student Bar Association picking up the tab for the keg afterward. Field location is to be announced, the sign-up sheet for the game is on the bulletin board.

**SBA book exchange** hours for the fall are Monday, 9 to 10:30 a.m., night 6 to 7:30, Tuesday 8 to 9 a.m., night 5 to 5:30, Wednesday 9 to 10 a.m., night 6 to 7:30 p.m., Thursday 8 to 9 a.m., Friday 9 to 10:30 a.m.

SBA representatives Steve Bales, Cathy Soloman, and Laura Fallon, speak to first year students.
As part of an alternating teacher exchange program with the Polytechnic of Central London and C-M College of Law, Professor Godfrey Cole spent a year as Visiting Professor of Law at C-M. Professor Barry Kellman is part of this program for 1982-83, and he will spend the year teaching several courses in London, England. This program originated about five years ago and since then four professors from C-M have gone to Britain for a year and three professors from London have come here as Visiting Professors of Law. The program is strictly between the law departments of the two schools and it originated with Prof. Richard Howells coming to C-M from Britain.

During his year in Cleveland Professor Cole taught courses in Contracts and Family Law. His primary area of interest is in Family Law, specifically—the termination of parental rights, as when city agencies are allowed to take children away from their parents. Upon his return to England Prof. Cole will be teaching Family Law and Welfare Law. Before his departure for Great Britain The Gavel interviewed Professor Cole:

GAVEL: Do you find teaching here very different in comparison with the British system?

COLE: One things that I’d like to emphasize in our interview is what I thought was good about teaching here. Naturally, teaching here has been very different—but among the things I found very interesting and different was the presence of clinical legal education. We don’t have clinical education in Britain, it just doesn’t exist in most of the schools. The other thing I’ve really enjoyed are the C-M guest lectures. They’ve been fantastic, with the exception of one lecture. As I have managed to attend almost all of them I think they are an asset to C-M.

GAVEL: But there are basic differences in the two systems of education.

COLE: Yes, law in Britain is an undergraduate course and 60% of incoming students are 18 years old and the other 40% are 21 and upwards—having done something else after leaving school. That makes a really big differences when you’re teaching law because the older you are the better you can withstand the rigors of the first year of law education. Twenty-two year olds also have a more mature perspective on life and they can understand the concepts being taught much better than an eighteen year old fresh out of “high school.”

GAVEL: Are there any disadvantages in our system?

COLE: In Britain they spend three years on a law degree, one year on their bar finals, followed by two years on what you call an “internship” and we call Articles—if you’re going to be a solicitor (a
general practitioner of law in Britain) as opposed to a barrister (the advocate who would represent you in court). Thus in Britain you spend six years to qualify as a lawyer v. seven years here (including your bar exam).

**GAVEL:** Do you feel that the year of internship gives students an advantage?

**COLE:** I think that of the two system, that year of internship does mean that you get the practical experience filling out those forms that no professor would teach during your regular course work. I should also say that Americans perceive a legal education in a different way. We see it as being general education in that it is your higher education and you acquire the ability to think and reason on the higher education level; whereas here a student has his opportunity to think and broaden his or her outlook in the four years of undergraduate schooling, and when they come to law school they're getting a degree which would ultimately lead them into practice.

**GAVEL:** In Britain do you have the equivalent of our pre-law B.S. degree?

**COLE:** No, in our system the law degree is the equivalent of the B.S. plus the J.D. here in the U.S., but we are both similar in the fact that the final degree itself is solely a law degree.

**GAVEL:** So the basic difference you'd like to emphasize is the importance of the two year legal internship in Britain.

**COLE:** That's exactly right. I think that it must be pretty traumatic for someone here who doesn't manage to get themselves into a law firm (as a clerk) and learn the practical aspects of a legal practice. His or her only other choice is to hang out their own shingle and that can be quite a learning experience, for not only the recent graduate but also for the unsuspecting public.

**GAVEL:** Are there any other comparisons that can be made, especially in methods of teaching students themselves?

**COLE:** Yes, for example if I were teaching Family Law in Britain I would see all the students two times a week for a regular lecture session, during which I would not expect a great deal of input from the students. In addition I'd see the students in small seminar groups of 6 to 8 people once each week. In these groups I would tackle the problems which I had presented the previous week in lecture, and the students would be expected to be prepared. Here I could see what individual problems exist, which is something that is impossible to pick out in a large class. In this way this seminar method has many advantages, particularly in higher level elective course work. Also I think that the Socratic method of teaching works well in Britain.

**GAVEL:** You mentioned gun control as being a hobbyhorse of yours, and as being an area of interest along with Family Law.

**COLE:** When people say to me: "What struck you most when you arrived in America?" I talk about the sheer space or expanse of your cities and suburbs. The other thing was the police walking around with hand guns and riding in their patrol cars with shotguns mounted in front. I understand why they must carry guns—because the man on the street can go out and get himself a gun so easily. In Britain the only way I could get a gun (besides on the Black Market) would be to get a license from the police, in order to get that license I'd have to explain the use intended for that gun and where I would store it, and the license would only be in effect for a limited period of time. These limits reduce the number of accidental killings, that I read about in the papers—the number of familial killings that I find appalling—that just wouldn't occur in Britain. I find it amazing with the number of killings in the U.S. by guns, having had one president shot and killed and another one survive an attempted assassination, that there is no gun control in America. I think the big difference is that in Britain there is no pressure group working towards introduction of open gun sales, as you have several groups here that are opposed to any semblance of gun control. Everyone is very content with strict gun control in Britain, and thus there have no need to regularly carry hand guns.

**GAVEL:** What was the biggest thing for you to get used to here as opposed to back home?

**COLE:** I think that it took me two to three weeks to get used to the sheer size of the space; parking lots as big as several football fields and the distances people travel daily—just to go to work for example. Students found my accent difficult at times and they complained about my talking too fast, but I had no problems understanding them. Also it's hard to compare British cities with U.S. cities because the city planning and design is so different to begin with, of course the roads are much narrower in Britain and cars much smaller. Downtown areas in America are more looked down upon than downtown London. We look forward to going shopping in downtown London or doing our shopping at local shops within walking distance whereas you would probably travel to suburban malls for your shopping—large mall areas have really not caught on in England.

**GAVEL:** Do you have any tips or suggestions for students entering C-M?

**COLE:** The philosophy is to throw as much as is possible at you in that first year... Don't be daunted by all of it. Make the most of "Adopt: Partners in Law" student program. It's a great scheme, and the support and information you can get from a second or third year student can be very helpful.

**GAVEL:** Any parting words to summarize your year here?

**COLE:** I think that it has been very worthwhile. I've had a really good year; (continued on page 10)
Law Magnet Launches Student Government at Cleveland-Marshall all

by Patrick Joyce

"Don't ask what this school can do for you, ask what you can do for the school," paraphrased Christine Holt as she campaigned for the office of Mayor in the Magnet government of the Law and Public Service Magnet Program. Holt and fourteen others seeking school offices spoke to over one hundred classmates as part of a day long field trip to the cooperating colleges, Cleveland-Marshall and Urban Affairs.

The students were greeted by Jean Lifter, Assistant Dean of Cleveland-Marshall, and David Garrison, Director of the Urban Center of the College of Urban Affairs. The Urban Center administers Cleveland Public School, foundation, and corporate funds which support the University's participation in the project. Mr. Garrison, an attorney long involved in public service, told the teenage audience, "I would give my eyeteeth for this kind of highschool when I was your age."

Cleveland-Marshall's Dean, Robert L. Bogomolny, and Urban Affairs' Dean, David Sweet, shepherded the original proposal through the Finance and Education Committees of the Cleveland Public School Board in March. The two deans saw the plan receive the unanimous endorsement of the Cleveland School Board and the approval of the Federal District Court, Judge Frank Battisti, by June of 1982.

Elizabeth Dreyfuss of Cleveland-Marshall and Peter Gail of Urban Affairs welcomed the Magnet students to the University facilities. Dreyfuss and Gail have been involved in planning the school since 1980 and now share direction of it with Cleveland Public School Administrator Nona Burney. The school has grown out of Cleveland-Marshall's Street Law Program's seven year relationship with the Cleveland Public Schools and Dr. Gails Cuyahoga Heritage Program.

Two Resource coordinators, Margie Bray of the Urban Affairs and Judith Zimmer, Assistant Director of Street Law, will coordinate Magnet students' interest with resources at the University. Bray and Zimmer designed the September 17th field trip to expose youngsters to library, cultural, and educational facilities at the University which are relevant to law and public administration. David Garrison, Edric Weld, Patricia Costigan, Okantah, Judy Kaul, Nicholas Pope, and Patrick Joyce described and demonstrated key resources to the youngsters during the day-long tour. STREET LAW WORKS WITH JUVENILES

A new feature of the Street Law Program this year is the Street Law Diversion Project. This project, is modeled after a program conceived by a U.S. District Judge Norma Holloway Johnson in conjunction with the Georgetown University's Law Center. Headquarters with the core Street Law Program this project has a close working relationship with the Cuyahoga County Juvenile Court. The Juvenile Court refers youths to Street Law Diversion as a court ordered supplement to the youth's six month continuance. In that six month period the juvenile is exposed to twelve two-hour sessions of law-related education, followed by three months of supervision. Upon the completion of the six-month program, the child's case in juvenile court is dismissed and his/her record is expunged.

As seen in Washington D.C., and approximately seven other United States cities, a properly run Street Law Diversion Program can be an effective tool in combating juvenile delinquency. The results conclusively support the notion that the legal community, the court, judges, law school administrators, law professors, and law students can positively affect the practical problems of today's society. STREET LAW CONTINUES MENTAL HEALTH PROJECT

The Mental Health Project of Street Law enters its second year by continuing to provide mental health clients with practical legal knowledge and at the same time offering law students an alternative to reading legal concepts by putting their skills to use and thereby gaining experience in situations where the law must be applied.

The Mental Health Project works through Western Reserve Psychiatric Rehabilitation Center. Classes in housing and consumer law were offered to the younger residents last year. These classes will be repeated and a new area, concentrating on drug use in the hospital, side effects, and liability of the hospital staff, will be explored.

Seminars in Pharmacy and Consumer Law will also be offered to the doctors, nurses, and staff of the hospital to make them better aware of their legal responsibilities. Any student who has taken Psychiatry and Law, and has interest in mental health law, should consult Elizabeth Dreyfuss or Jim Vargo at the Street Law Office, or just sign up for Street Law for fall or winter quarter.

STREET LAW DEVELOPS DRUG AWARENESS MATERIALS

Roman Mironovich (class of '84) and Karen Leizman (class of '83) have developed educational materials dealing with law-related drug issues. Mironovich, a registered pharmacist, and Leizman, a curriculum specialist, are currently developing audio visual material to be used in a two week workshop for teachers during October of this year. The materials are also being used by the Diversion Project, Mental Health Project, and the Magnet School STREET LAW IN 17 AREA HIGH SCHOOL CLASSROOMS—THE CORE STREET LAW PROGRAM NEEDS YOU

Second and Third year students who are interested in participating in the 1982-83 program should contact Elizabeth Dreyfuss or Patrick Joyce. Placement opportunities still exist at Beachwood, Cleveland Heights, Shaw, and Cleveland Public Schools.
The American Bar Association held its annual convention in San Francisco, California with the Law Student Division meeting at the University of San Francisco. This year's delegates from Cleveland-Marshall were SBA President Blake Brewer and ABA Representative Steve Sozio. The General Assembly of the Division voted on several proposals of national significance.

Cleveland-Marshall delegates voted with the majority of the assembly to recommend to the United States Congress that the Civil Rights Act of 1964 not be amended to reclassify private clubs outside the scope of public accommodations. Such an amendment would have allowed private clubs to discriminate based on race, religion or gender. The Division also voted to continue support for the Equal Rights Amendment. The Cleveland-Marshall delegates also voted with the majority on this issue.

After extensive debate, the General Assembly of the Division decided to indefinitely table a stand on nuclear power and the production of nuclear weapons. Blake Brewer voted against tabling the proposals; Steve Sozio abstained.

At Sixth Circuit meetings Circuit Governor Derek Gordon encouraged the application for grants from the Law School Services Fund. Matching grants of up to $750 are available for law related projects by law school students. Details and applications are available in the SBA office.

Currently 42% of the students at Cleveland-Marshall are ABA-LSD members. The Division continues to provide it members subscriptions to the Student Lawyer and American Bar Association magazines, low cost medical insurance, and one year free membership in the ABA upon law school graduation. Membership brochures and insurance applications are available in the SBA office.

“Partners in Law” is a new program at Cleveland-Marshall that will make the transition into law school easier and friendlier for the new incoming first-year students. The “partners” are second and third-year students who will be assigned one or two new students each; they’ll answer any questions or concerns the entering students may have about law school—everything from how to compose an outline, to where to go to eat downtown.

The idea for “Partners in Law” came from last year’s crop of first year students. The Student Bar Association (and especially Treasurer Michael Rae) is taking care of the organizational details. As with any new program, however, there have been a few problems.

First-year students admitted after August 17, 1982, have no partners yet. Nor do out-of-state students and those who lived outside Cuyahoga County when they applied to law school. This affects about 50 students. They should have been asked for a local address at orientation so that partners can be assigned to them.

More second and third-year “partners” are needed in the program; some who volunteered last spring are already assigned to two first-year students.

Each upperclassman who signed up for “Partners in Law” should have received a letter with the name of the student he or she is responsible for contacting sometime during the first week of the quarter. Most partners have been matched up by zip code. By living in the same general area, the veterans can help the raw recruits with such mutual problems as housing and transportation.

If you are a first-year student and have not yet heard from your partner, you are urged to contact the Student Bar Association. If you are a second or third-year student who would like to join the program, it’s not too late. Get in touch with the SBA at 687-2339.

The SBA is excited about the program and wishes to thank all those who have participated.

“Partners in Law” is a welcome addition to the Cleveland-Marshall community. Let’s hope it becomes a tradition.

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GAVEL INTERVIEW:
PROFESSOR GODFREY COLE

and I’ve got a great deal out of this year. I’m sure the students that I have taught have got a great deal of it to... I’ve visited a lot of places and talked to many different people. Although to come over here and teach within the American system has meant a lot of work initially—different case reporting styles and a slightly different process of legal thinking require adaptation whether you’re teaching a subject that you’re very familiar with or not, because there are still going to be differences which must be mastered.

GAVEL: We wish to thank Professor Cole for his candid answers and his contribution to legal education at C-M.

(continued from page 4)

ON PASSING THE BAR

dean Bogomolny has appointed a committee to examine the bar passage situation. He anticipates recommendations from them which will mandate a more rigorous legal education. One change in question would be to expand the RRC to encompass those often evaded tougher courses. Another would raise the grading standards to warn the lax student.

At first glance students are not likely to appreciate the Committee’s as yet undeclared recommendations. Yet the bar passage situation calls for something to be done. After three or four trying years of law school, wouldn’t it be nice to pass the bar?
NFL Strikes: C-M Grade Points Go Up?

by Roman Mironovich

With the advent of the professional football strike much has been said in the mass media about the harmful effects of a prolonged strike by the N.F.L. Players Association. In fact, one conservative estimate is that Cleveland's economy will lose 6 MILLION for each Browns game that is canceled--of all projected negative effects this may indeed be one that we should be concerned about. As to all the others that are being discussed, I propose that there are just as many positive effects to be seen from a prolonged professional football strike.

Among the potential good effects of the NFL strike could be: 1) an improvement in domestic relations across the country, as more time will be spent with the family and friends by pro football addicts; 2) increased study time for students at all levels, leading to improved grades (yet to be proven) and a better educated public; 3) both high school and small college football can receive the added attention that is deserved by the many hard working players and coaches at those levels of amateur football; 4) the Browns can finish the year at .500 (1-1), a large improvement over the 5 wins and 11 losses of 1981; 5) Pro Baseball can receive more attention from sports fans during the playoffs and World Series. I'm sure you can add your own list of beneficial effects to this one.

Over the years professional football has greedily expanded with the encouragement of T.V. revenues (from mostly Sunday games, to a current situation of games being televised three nights a week in addition to all day Sunday). Gross revenues from professional football for 1982 are estimated at 600 Million (all pro sports will gross over 1.2 BILLION this year), thus there is no dispute that the sport is big business in this country. However, a prolonged work stoppage in this business might help the parties involved in the labor dispute to realize that professional football isn't an essential business. The economic structure of our country will not crumble without NFL games. Even Las Vegas can handle the decrease in money wagered without weekly betting on NFL games. In the long run maybe both the players and owners involved in this dispute will receive a lesson in humility, and realize that they are the ones with the most to lose from an extended strike.
The Northeast Ohio Pre-Law day will be held Saturday, October 16, in the Law School Atrium. Representatives from about 25 law schools from across the U.S. are expected to attend. Open to all between 9 AM and noon.

LECTURE
As part of the visiting scholar series, sponsored by the Cleveland-Marshall Fund Enrichment Program, Professor Archibald Cox of Harvard will speak on "Money and Elections: The Regulation of Campaign Finance under the First Amendment". Professor Cox will speak on October 29th at 12:00 noon in the Moot Court Room.

PARKING INFORMATION FOR ACADEMIC YEAR 82-'83'
Additional parking lots are in the process of being developed between Payne and Chester Avenues on E. 21st, E. 22nd and E. 23rd Streets. These lots will be equipped with ticket dispensers which will accept quarters only.

The University Parking Facility and the adjacent surface lot immediately south of the structure will also be converted to a ticket dispenser system. The gate arm system will no longer be used. Four ticket dispensers will be available on each level of the garage and in the surface lot. A red light will designate the location of the dispensers.

A parking attendant will be located in the office immediately to the north of the E. 21st St. entrance/exit to provide change for the ticket dispensers.

HILLEL would like to plan programs to meet the needs of Jewish C.S.U. Law Students.

Are you interested in broadening your horizons ... meeting stimulating people ... Fun parties ... talking with prominent lawyers???

Come to an informal deli lunch (FREE)

Get together in Room LB 132 (Faculty Lounge) on TUESDAY, OCTOBER 12 from 11:30-1:30 P.M.

RSVP - 231-0040 and ask for:
Steven Braun, Metro Hillel Director

NINTH ANNUAL WASHINGTON INTERNATIONAL LAW WEEKEND
The Ninth Annual Washington International Law Weekend will be held on October 15-16 in Washington, D.C. This event offers students with an interest in international law an excellent opportunity to become more familiar with the nature of the international legal practice. The highlight of the Weekend will be a series of small-group visits to the offices of prominent international law firms, governmental agencies, and international organizations, where students will have the opportunity to meet with and question representatives about their work and practice. In addition, a session of presentations and open discussion, a seminar on international legal research, and a visit to the American Society of International Law are planned. During the several receptions to be held, participants will have a chance to meet with some practitioners on a more informal basis, while becoming acquainted with other students from around the country. A banquet with a prominent speaker will complete the Weekend's activities. This event is sponsored by the ABA Section of International Law, the Washington Regional Council of International Law Societies and the International Law Societies of Georgetown University Law Center, the National Law Center of George Washington University and the Washington College of Law of American University. For more information, please contact Brenda Bishop c/o International Law Society, Georgetown University Law Center, 600 New Jersey Ave., N.W., Washington, D.C. 20001, or call Maria da Cunha at (202) 634-4400 or John Dale at (301) 270-8658.